



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8495 E. Broadway, Tucson, AZ 85710

Eastpointe High School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Todd Brown
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 275
 Web Address : www.eastpointehs.com
 Phone Number : (520) 731-8180
 Fax Number : (520) 731-8179
 E-mail : eastpointehighsc@qwest.net

Mission

Eastpointe is committed to meeting the individual needs of all of its students by providing specialized educational opportunities. Eastpointe will provide both excellent and responsive educational services to students who: are identified as 'dropouts', are in poor academic standing, are pregnant and/or parenting students, adjudicated youth and others. Eastpointe will provide an alternative education opportunity to all students who are seeking successful career preparation.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Ensure that all subject areas are taught in accordance with Arizona State Academic Standards.
- ü Increase the level of student participation and performance on the Arizona's Instrument to Measure Standards (AIMS) in all subject areas.
- ü Implementation of a school-wide math and reading program designed to increase overall student performance in reading, writing and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 348
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 320

Instructional Programs

- ü AZ Required Curriculum
- ü Emphasis on Math
- ü Information Technology
- ü Emphasis on Reading and Writing
- ü Vocational Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Eastpointe High School's mission is to give each student the best educational experience possible. We do everything we can to help guide the student to their diploma, but their graduation is not our only goal. Eastpointe's caring staff treats each student as an individual and Eastpointe personalizes each students experience so that they have a fun, friendly, safe and secure high school experience. Eastpointe will cummincate daily with parents about attendance.

Parents

Parents understand and sign a mutual school contract. Parents attend parent meetings when called. Parents communicate to the school any tardies or absences of their student and provide permission for the student to leave on occasion during the day. Parents are also responsible for communicating any of their child's special needs or medical concerns to the school staff.

Transportation Policy

Parents sign a Private Vehicle Agreement, releasing the school from liability. Parent Permission Form for Group Field Trips in a school van: school vans are checked quarterly for safety by a professional mechanic. Eastpointe High School does not provide any public or private transportation service to or from school for any of the students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Who's Who of American Teachers	2003

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	69846	100	100	100	652	652	699	79	79	21	8	8	11	13	13	49	0	0	18
All Students (Prior Year)	101	101	65934	100	100	100	447	447	492	92	92	43	5	5	18	3	3	24	0	0	15
Female	44	44	34328	100	100	99	655	655	702	79	79	19	11	11	12	11	11	51	0	0	18
Male	31	31	35509	100	100	100	648	648	696	80	80	23	5	5	11	15	15	48	0	0	18
African American	12	12	3535	100	100	100	650	650	677	67	67	31	33	33	15	0	0	46	0	0	8
Hispanic	23	23	23363	100	100	100	650	650	680	73	73	32	13	13	16	13	13	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	33	33	36421	100	100	99	651	651	714	83	83	12	4	4	8	13	13	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	66	66	62220	100	100	99	654	654	712	77	77	16	9	9	11	14	14	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	75	75	48489	100	100	100	652	652	704	79	79	15	8	8	10	13	13	52	0	0	23

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	71311	100	100	100	663	663	694	20	20	7	48	48	21	30	30	63	3	3	9
All Students (Prior Year)	103	103	68162	100	100	100	472	472	509	56	56	18	19	19	24	22	22	51	2	2	8
Female	47	47	34899	94	94	100	664	664	700	16	16	5	53	53	19	28	28	66	3	3	10
Male	38	38	36430	100	100	100	662	662	688	24	24	9	41	41	22	31	31	61	3	3	8
African American	14	14	3573	100	100	100	648	648	676	29	29	9	57	57	26	14	14	60	0	0	4
Hispanic	24	24	24056	89	89	100	668	668	672	18	18	13	41	41	31	41	41	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	38	38	36841	97	97	99	661	661	713	21	21	3	59	59	12	14	14	72	7	7	13
Students with Disabilities	10	10	8021	100	100	100	638	638	590	14	14	27	86	86	42	0	0	29	0	0	1
Students without Disabilities	75	75	63379	96	96	100	667	667	707	20	20	5	43	43	18	33	33	68	4	4	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	85	85	49157	100	100	100	663	663	702	20	20	4	48	48	16	30	30	69	3	3	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	70868	100	100	100	653	653	688	11	11	5	61	61	23	27	27	63	2	2	9
All Students (Prior Year)	97	97	67629	100	100	100	449	449	524	59	59	22	24	24	16	18	18	59	0	0	3
Female	48	48	34710	96	96	99	655	655	697	6	6	3	64	64	19	30	30	66	0	0	12
Male	39	39	36176	100	100	100	650	650	678	16	16	7	58	58	27	23	23	59	3	3	7
African American	12	12	3557	100	100	99	640	640	675	17	17	7	67	67	25	17	17	62	0	0	6
Hispanic	25	25	23868	93	93	100	657	657	670	6	6	9	53	53	33	41	41	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	42	42	36710	100	100	99	652	652	702	15	15	2	62	62	15	21	21	69	3	3	13
Students with Disabilities	10	10	7900	100	100	100	626	626	580	25	25	22	50	50	49	25	25	28	0	0	1
Students without Disabilities	77	77	63054	99	99	99	656	656	701	9	9	3	63	63	20	27	27	67	2	2	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	87	87	48960	100	100	100	653	653	694	11	11	3	61	61	18	27	27	67	2	2	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	15	15	41	22	15	NA	42	53	40	40	51
	Language	86	13	13	42	32	12	12	42	53	37	37	50
	Mathematics	87	30	30	60	26	16	16	63	53	33	33	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Eastpointe High School

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	11.00
Other Professional Staff	1.50	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	2	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Media Room
Ü Testing/Resource Room	

Extracurricular Activities

Ü Voc. Ed, I.T Emphasis
Ü Student Council
Ü Sports (Basketball)
Ü Student Store

Social Services

Ü Mentoring by Community Members	Ü Peer Mediation Training
Ü Voc. Ed. Sponsors	Ü Outside Student Counsiling Services
Ü Dual Enrollment with Pima College	
Ü Pima Community College (Scholarships)	

ü Several students earned scholarships to attend classes at Pima Community College.

ü Greatly increased the number of students taking the AIMS test.

ü Implementation of school-wide reading comprehension program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	61	12	12	17
Transfers In Rate ⁶	125	28	28	37
Stability Rate ⁷	38	87	87	82
Promotion Rate ⁸	43	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	42	0	1	6
Status Unknown ¹¹	28	0	1	4
Graduation Rate ¹²	29	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students enter the school through staff monitored entrances. All rooms in the building are supervised by at least one staff member at all times. Speed bumps have been installed in the parking lot. Visitors enter through the front door and are required to wear school identification at all times while on the campus. The school's Policies and Procedure Manuel lists emergency plans, including lock down and evacuation procedures. EHS has a zero tolerance policy regarding violence and drugs.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Todd Brown	(520) 731-8180
Community Resources	Andrew Singleton	(520) 731-8180
School Nutrition Programs		
Parent Organization	Andrew Singleton	(520) 731-8180
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.